Christian Education

Vol. XII FEBRUARY, 1929 No. 5

A YEAR'S PROGRESS

Eighteenth Annual Meeting of the Council of Church Boards of Education

Annual Meetings of the Associations of Biblical Instructors

The Council of Church Boards of Education

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NOTICE—*College officials requiring good teachers should consult Dr. H. H. Sweets, 410 Urban Building, Louisville, Ky. He has an unusually fine list.*
R. L. Kelly.

Christian Education

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THE ANNUAL REPORT OF THE EXECUTIVE SECRETARY OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION

ROBERT L. KELLY

It is my privilege now to present to the Council my twelfth annual report. It is the report for the Eighteenth Annual Meeting of the Council.

The office has been concerned during the year, directly and indirectly, with a number of significant publications.

Extensive distribution has been given to *The Effective College,* published by the Association of American Colleges, for which there continues to be a steady demand both in this country and abroad. It is used as a major reference book by departments of College Education in the Graduate Schools promoting education on the college level. This book was used last summer as a text-book for the National Conference of Chinese Colleges at Shanghai. The Treasurer's report shows a profit to the Association of $767.63 received last year, which will be increased still further from the sale of the stock on hand.

The Council of Church Boards of Education issued the *Handbook of Christian Education for 1928,* one copy of which as the May issue of CHRISTIAN EDUCATION was sent to each college holding membership in the Association. The *Handbook* has also had an extensive distribution as a valuable book of reference.

There are many indications of the growing influence of our Council magazine, CHRISTIAN EDUCATION. It now follows a quite definite plan of departmentalization, the latest department introduced being under the editorship of Profesor Ismar J. Peritz, of Syracuse University, representing the National Association of Biblical Instructors, which Association as well as the

Association of Teachers of Religion and the National and Regional Conferences of Church Workers in Colleges and Universities, has made the magazine its official organ. By order of the Executive Comittee its subscription price has been increased to $1.50, with a club rate of $1.00 for ten or more copies to the constituent Boards of Education and the affiliated agencies mentioned above. There has been an increasing demand for extra copies.

The entire manuscript of the book, *College Architecture in America—and Its Part in the Development of the Campus,* has passed through the office and has been read and criticized by the Executive Secretary and by Dr. Frederick P. Keppel, President of the Carnegie Corporation, who constitute a subcommittee with editorial functions of the Commission on College Architecture and College Instruction in the Fine Arts. The publishers are Charles Scribner's Sons. The appearance of the book has been delayed owing to the acceptance of plans for extensive illustration, for which the Carnegie Corporation has made an additional appropriation. Meantime, there has been continuous demand from member colleges for suggestions on many types of college buildings and on campus development, which has been partially met by various chapter proofs and preprints. The members of the Council and the Association will be notified when the book is ready for delivery. The price has been fixed at the nominal sum of $5.00 per copy. The Commission on College Architecture and College Instruction in the Fine Arts will make some recommendation to the Association for the further development of its work.

There has been issued during the year also by the Institute of Social and Religious Research a book entitled *Undergraduates,* dealing with moral and religious conditions in American colleges, for the contents and make-up of which this office is in no sense responsible, but which grew out of a suggestion made six years ago by the Council of Church Boards of Education. The study which led to the publication of the book was endorsed by the Association of American Colleges at the annual meeting in Chicago, January, 1923.

The demand for the BULLETIN of the Association continues to increase not only among the member colleges but among other agencies and individuals. Several member colleges have taken regularly sixty subscriptions to the BULLETIN at the special reduced rate of fifty cents for each annual subscription, and forty-two colleges take an average of twenty copies each, with a minimum of ten subscriptions. The number of orders from non-members at the $3.00 rate continues to grow, although no campaign has been recently inaugurated. The BULLETIN goes to institutions in Canada, China, England, France, Germany, India and New Zealand; as well as to Hawaii, Porto Rico and the Philippines.

The 1928 issues have contained the addresses and proceedings of the Fourteenth Annual Meeting, held at Atlantic City the second week of January, studies of the Occidental Colleges and the colleges of Minnesota by the Executive Secretary, and preliminary data for this meeting in the form of improved methods of college teaching. There has been a greatly increased demand for offprints. The BULLETIN itself (six numbers) has been produced at a deficit of but approximately $225.00, exclusive of overhead.

More than half of the colleges in the Association have called upon the office during the year for back copies of the BULLETIN to complete their files, and scores of letters and packages have been exchanged in the effort to render this service to the colleges.

Studies have been completed during the year of the organization and operation of Marietta College and of the group of five Episcopal colleges—Hobart, Kenyon, St. Stephen's, Sewanee, and Trinity (Conn.), and a study is now in process of Denison University. The Executive Secretary has continued his official connection as a Lecturer in College Education to graduate students at Teachers College, Columbia, and at the School of Education, New York University. He has lectured during the summer term at the University of Minnesota on college administration, and teaching, and during the year on a variety of themes at numerous undergraduate colleges and educational associations.

Since there was no budget provision for it, it has not been possible to carry out the wish of the Council expressed a year

ago to make an adequate study of chapel services and other forms of religious activities which are helpful in stimulating and maintaining a Christian atmosphere on the campus. This matter, however, has been given especial attention in the study of the Episcopal colleges, which study is as yet in the hands of the Department of Religious Education of the National Council of the Protestant Episcopal Church. This group of colleges is remarkable among colleges under Protestant auspices in that at each institution there is an architecturally beautiful chapel at the heart of the campus where services after the Episcopal forms are conducted daily—that is seven days per week in four colleges and six days per week in the other—and to which students and in some instances faculty members come in accordance with the traditions of the college. This is not the place for a detailed description or criticism pro or con of these chapel services, but it may be possible later to draw lessons for general use from these interesting examples. It may be said now that at no one of these colleges is there a student revolt against daily compulsory chapel services. Indeed at one of them the students by an overwhelming vote, recently approved compulsory chapel. As at some other colleges therefore they have "voluntary compulsory" chapel.

The year has been notable in the university field because of the completion and dedication of two of the most commodious and beautiful college chapel buildings ever erected in this or any other country—those at Princeton and Chicago, and the appointment of distinguished Christian leaders, who have assumed the positions not only as deans of the chapel but as deans of the religious life and teaching of the entire university. In this way, a principle for which the Council stands—that of the institutional centrality of religious interest and responsibility, has been dramatically brought to the attention of the people. These instances illustrate a new and striking development in the field of religious teaching, and already there has been a conference of these and other deans of religion for the exchange of plans for the development of their work. Dr. Gilkey, the new dean of religion at Chicago, is a speaker at our mass meeting on Thursday afternoon.

Mention should be made of the very unusual plans now being worked out at Trinity (Conn.) and Colorado Colleges for chapel buildings in which nothing is to be spared in so far as material media are concerned in making the religious and aesthetic appeal to youth. There are now plans in the making for a thorough study of college chapel buildings by the Association of American Colleges. The Council must make provision for the study of the chapel as a means of Christian education, referred to last year, but not yet attempted in adequate fashion.

It will not be inappropriate to refer here to conferences with the full faculty membership in four of the Episcopal colleges in which one by one the faculty men were asked to express frankly their attitude toward religion and the church. The writer believes that the administration and faculty hold the key to the situation so far as the place of religion in the teaching and life of the college is concerned and he knows of no more profitable contribution to the understanding of our problem and no more stimulating exercise in promoting our cause than thus to bring faculty men and women face to face with the implications of faculty membership in a college that calls itself Christian.

Two very elaborate studies have been completed by the Council since we last met in annual session bearing on the make-up of the denominational college faculty. In these studies we had the cooperation of about 200 colleges related to our Boards of Education. Further reference will be made on Thursday morning to the findings of these studies. One is an inquiry as to the methods by which the denominational colleges construct their faculties, and the other deals with what constitutes a "great teacher." It is hoped that they will contribute something to our general theme, "The College Teacher."

We must report that a monopoly has developed which may endanger the Council's standing with the enforcement officers of the Sherman Anti-Trust Act. Our efficient Recording Secretary, Mr. Stock, is at one and the same time chairman of three sub-committees dealing with student activities on the campus. They are sub-committees of the University Committee of this Council, of the Committee on Program and Research of the Interdenominational Young People's Commission and the Young

People's Advisory Section of the International Council of Religious Education. These sub-committees have formed a joint committee of which Mr. Stock is also chairman. Mr. Stock will report later on the activities of these several highly cooperative agencies.

Mrs. Katherine C. Foster has been active in promoting the preliminary steps for a study by the committee of which she is chairman, of the church programs in normal school communities and also in the possible further participation of the church boards in Young Women's Christian Association summer student conferences. You will listen with interest to her account of these developments.

The supervision of the cooperative work in the universities has been interrupted by the enforced absence in Europe of Dr. O. D. Foster during the first half of the year and by his persistent efforts to effect a reorganization of the American Association on Religion during the second half. He has, however, visited a number of universities and carried on considerable correspondence with the university workers. The Presbyterian Board, U. S., has employed a full time man who will give his attention in large measure to the university field. He should be added to the membership of the University Committee. There have been other and significant developments during the year which will be referred to in the report of Dr. M. W. Lampe, the Chairman of the University Committee.

All members of the Council and all his friends everywhere rejoice at the great improvement in Dr. Foster's health, which resulted from his leave of absence, and it is hoped that some feasible way may be worked out so that the Council of Church Boards of Education and the American Association on Religion may work cooperatively under Dr. Foster's leadership in the field of inter-group cooperation—Catholic, Jewish, Protestant—where his main interest lies. To this end Dr. Foster offered his resignation as University Secretary of the Council and the Executive Committee recommends that it be accepted. The Executive Committee has requested the University Committee to suggest a program by which the relationship between the Council and the American Association on Religion may be continued

and universally developed. Dr. Foster has done a remarkable piece of work at numerous centers and has served the Council with great fidelity and effectiveness for years.

Distinct progress has been made during the year in the field of financial and fiduciary matters, or in what we have called the "Campaign of Perseverance." A fuller statement will be made by Dr. A. W. Anthony. Numerous colleges have taken a lively interest in these developments. They are issuing appealing literature furnished by the Committee on Financial and Fiduciary Matters. There was a well attended college section of the meeting in connection with the recent conference on annuities held in New York, in which the participants exchanged mutually helpful information and experience. Some of the colleges have submitted to our office special plans for increasing capital funds, jointly devised by themselves and certain insurance companies. Others report the cordial interest and cooperation of trust companies and attorneys. The Uniform Trust for Public Uses has now been adopted by banks and trust companies in nine different states. These trust companies are settling estates and organizing trusts in terms of this remarkable document. Mr. D. S. Remsen, of the New York Bar, has announced a forthcoming new edition of his book on *The Preparation and Contest of Wills,* in which he will give full and sympathetic treatment to the post-war tax laws, and the recent development of living and life insurance trusts. The new edition is being prepared to meet the demands of lawyers for authoritative advice in the preparation of new testamentary provisions and forms of trust of a more or less unusual character. The first book is the standard work on the subject and is found in ten thousand law offices and law libraries. The new book will doubtless have as wide a distribution as its predecessor. The Commission of the Association of American Colleges on Permanent and Trust Funds under the chairmanship of Mr. Trevor Arnett, will report at this meeting an investigation into the best types of gifts for colleges and the best statements of charitable purpose to be effected by the gifts. These are typical ways in which the foundations are being laid for the normal increase of the capital funds of our colleges, as attorneys, trust companies and insurance companies develop their regular business.

A meeting was held at Cleveland during December of the Joint Committee of Fifteen on Religious Education in Colleges, Theological Seminaries and Graduate Schools. Doctors Harper, Pritchard, Sweets, and the Executive Secretary were our committeemen present. President Stockwell acted as alternate for Dr. Bradford. It was decided that Drs. Hugh S. Magill, Robert L. Kelly and L. A. Weigle, constitute a sub-committee to canvass the possibility of conducting a cooperative survey of religious education in local churches, in colleges, in theological seminaries, and in graduate schools, covering the three points set forth in the action taken by the Committee on June 26, 1926.

The resolution of two years ago provided for a survey of this situation by the Survey Department of the International Council of Religious Education, but the International Council has found it impracticable to conduct this investigation.

The Carnegie Corporation has extended an invitation to the Executive Secretary and Dean Hawkes of Columbia University to represent the Association in a small committee whose function it is to study methods of improving college libraries. All the other members of this committee with the exception of the Executive Secretary of the American Library Association are officers of colleges which hold membership in the Association of American Colleges. A preliminary *modus operandi* is now being set up under the chairmanship of William W. Bishop, Librarian of the University of Michigan.

The Joint Commission on Research in Colleges, consisting of representatives of The American Association for the Advancement of Science, The National Research Council, The American Council on Education, The Social Science Research Council, The American Council of Learned Societies, The Association of American Colleges and The American Association of University Professors, in a recent meeting at Washington passed the following resolutions:

> That this Committee suggest and recommend to the Association of American Colleges that the Association provide for a cooperative study of the intellectual life of American colleges.
>
> That this Committee continue in existence and actively support the Association of American Colleges in this undertaking.

That Doctor Mann be authorized to represent this Committee at the Chattanooga meeting of the Association of American Colleges, January 10–12, 1929.

The Executive Committee of our Association has taken the following action:

VOTED, That the Executive Committee approve the action of the Joint Commission on Research in Colleges and recommend favorable consideration of its recommendation to the Association in January.

For several years reference has been made in these annual reports to the increasing demands upon the office for authoritative information concerning about every conceivable phase of college administration and teaching. The demands upon the office this year have exceeded those of any previous year if not of all previous years. Concurrently with the development of this function of the joint office, the appeal to the colleges for data, usually through the means of more or less well disguised questionnaires, has become an acute if not irritating academic dilemma. It is becoming more and more clear that the joint office should assume larger responsibilities in this field and thereby render the double service of offering fuller and more thorough answers to the questions of our members, and of relieving the colleges themselves from part at least of the onerous duties now demanded of them by insistent students of American higher education.

The Executive Committee of the Association has approved the suggestion, therefore, that the membership fee of the Association be increased from $25.00 to $40.00, and that provision be made for extending the work of the joint office by the appointment of an educational specialist definitely assigned to the task of research and counsel in the college field. No small part of the work of this department of the office would be in partially arresting the present irresistible flow of questionnaires, or schedules as they are more politely called, and in helping to frame approved schedules in such form as to be somewhat definite and intelligible.

The Executive Committtee has held five meetings during the year, at all of which there has been good attendance and active

participation. Besides approving the policies outlined above, the Executive Committee has approved the suggestion that a special letter of appreciation be sent to Dr. A. W. Anthony on account of the eminent service he has rendered the colleges along financial lines; that affectionate greetings be sent to Dr. James E. Clarke, whose constructive influence in the Council has been felt during all the years of its existence, and whose twenty-fifth anniversary in Editorship occurs on the 7th day of January; and a letter of condolence, with official minute of the Council to be adopted at this meeting, to the Board of Education of the Methodist Episcopal Church, South, in the sudden death of their distinguished leader, also a charter member of the Council, Dr. Stonewall Anderson. It has also approved the statement of the program of the Council as found in the Introduction to the *Handbook.*

In accordance with the request of the Council the studies of Dr. W. A. Harper in the field of Religious Education in the colleges have been published in CHRISTIAN EDUCATION. He has now incorporated these and other studies into a volume of 237 pages on "*Character Building in Colleges,*" published by the Abingdon Press, New York.

This Council has never taken a narrow view of its task. It has espoused the cause of its agencies of education even with their weaknesses and faults because it was convinced that their essential purpose was sound and that many of their methods were effective. It, however, has never refused to face the facts. In the beginning it emphasized the processes of fact-finding and it emphasizes them now. The knowledge of the facts has spelled the dissolution of some of our institutions. Sincerity demands that we pluck out an eye if it is found to be evil. There are no groups in American higher education more willing and anxious to face the facts than the groups of colleges of the affiliated boards of this Council. The exhibit in the afternoon program of group surveys is sufficient evidence of this. The Council and its affiliated boards wish above all else to maintain and develop the Christian element in American education. The churches are still spending many millions of dollars and thousands of lives in the interest of what we call Christian Education. They

wish the Christian spirit to be lodged in an abounding body.

Today there is a veritable renaissance in American higher education. We will offer no conjecture as to what contribution the Council of Church Boards of Education and the Association of American Colleges have made to this renaissance. At least there was no such movement when these groups were organized with small resources and large faith less than two decades ago.

We are met this year to consider the most vital factor in our entire enterprise—the college teacher and his methods of teaching. Mark Twain used to assert that everybody talks about the weather, but nobody ever does anything about it. We have been saying a good deal about Mark Hopkins; now we are beginning to do something about it.

Even a partial analysis of the educational renaissance discloses an encouraging number of abiding factors which have their roots in the type of educational procedure to which the churches have always been committed.

We have been committed to the significance of the residential feature of college education. It has no doubt been applied at times in offensively paternalistic ways. There have often been maladjustments of the principle in fraternity houses and elsewhere. But that college matriculants at least, are children by the definition of the courts and by the realities of experience, and that there is a corresponding obligation of the college to assume in some measure the functions *in loco parentis* is as clearly recognized now as it was when our first boarding schools were established.

This does not mean that all institutions should be small but it does mean that there are potential advantages of companionship and interchange of knowledge and experience inherent in the smaller group. Iron still sharpeneth iron. The residential society, if properly organized, is an aid, indeed is a part of good teaching. In recognition of this, institutions that were at first so organized and now have become overgrown are returning to the simpler forms of life. In spite of mass production there is an increasing emphasis on quality. Of the three most renowned of the Colonial colleges, Harvard houses her freshmen in separate dormitories and will shortly have twenty colleges where she now

has one; Princeton extends the idea of the small residential society to her Graduate School, while Yale has her freshman year as a separate college unit with teachers of "exceptionable ability," and her present group of undergraduate colleges is to be increased in number. The School of Law of this institution is presently to enter upon a type of collegiate residential organization closely resembling that which they are discussing for all their undergraduates while the president has recently remarked upon "the persistent resistance to the gradual abandonment of all definitely domestic and social surroundings as an intrinsic part of the institution's life."

In the contemporary college world in general, there are distinct movements in recognition of the individual student, in setting him measurably free as his college life develops for self-initiative, self-dependence, self-expression; for participation in the processes of his own education, for inter-student and faculty-student cooperation. Slowly we are learning in some of our institutions to capitalize as well as to idealize the methods of the world's greatest teachers—the informality of Socrates, the sympathy of Pestalozzi, and the informality and sympathy and resourcefulness of Jesus.

There is no reason why the colleges and other agencies represented by these boards of education should not offer the very highest type of educational opportunity in the light of these fundamental needs and methods. There is the highest philosophical justification of the necessity of right attitudes and habits as the consummation of the processes of knowledge. In a word, of course all these are the stuff that character is made of. The scheme of education which comprehends the supreme value of intimate human relationships, especially when those relationships are sanctified by the all-compelling spirit of the Christ, is the scheme of education best suited to the needs of aspiring youth. This, in a brief word, is our program and we are met again for a week of renewed study of it and of individual and group consecration to it.

ADDRESS OF THE RETIRING PRESIDENT OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION*

FREDERICK E. STOCKWELL

The office of president in this Council carries with it various emoluments (deponent saith not what they may be) and certain duties and demands, one of which becomes explicit at the time of the annual meeting. The president, perforce, must present an address on some topic more or less germane to the work of the year in educational circles—hence this brief statement by the writer. It should be added that the field for plowing was suggested by the efficient Secretary, the General Administrator in other fields of dry farming.

Among the educators and teachers of ancient days, there was a proverb current about fathers eating sour grapes and the children's teeth being set on edge. It requires no great stretch of the imagination to interpret this pedagogically to mean that the fathers found educational situations that were often bitter and difficult to handle; in fact, many of these situations were well calculated to make men sour, or, at least, dour. These situations the fathers left to their children who, in their turn, find their teeth set on edge by the acidity involved in some of the elements in this group.

One of these educational problems or situations that was foreseen by those of former days, is set forth in Article IX of the Amended Constitution of the College Board of the Presbyterian Church in the U. S. A., the original document dating from 1883. This particular Article says:

> It shall be the policy of the Board to limit the number of colleges in any region so as to secure strong institutions rather than many weak ones, and in carrying out this policy, colleges may be consolidated when deemed advisable by the Board. Colleges coming into existence without the approval of the Board, and colleges which refuse to consolidate when so directed by the Board, may be denied aid by the Board. (*College Board 1917 Report.*)

Here is frankly foreseen a possibility that today has become a reality. There is such a thing as too many colleges in a given

* At the Eighteenth Annual Meeting, Chattanooga, Tenn., January 7, 1929.

area. Divided support, sooner or later, tends to produce weakened institutions. There remain, therefore, only some three courses for colleges to pursue. They may grow strong and independent individually; they may combine or consolidate; they may eliminate themselves from the field. A few grow strong, but many others are being forced to face the alternative of consolidation or elimination. The highways of education up and down the country are marked by buildings, here and there, that once were well known as colleges or academies. They have passed because they could not stand. Some strong institutions today are the results of consolidations in former days. Princeton University itself may be regarded as the merger of the old Log College of William Tennent with the educational enterprise at Princeton. A tablet on old Nassau Hall states that Princeton considers itself as continuing the work begun in the grove on the banks of the Neshaminy Creek. Center College at Danville, Kentucky, is a result of a consolidation in 1901 with Central University of Kentucky. Tusculum College at Tusculum, Tennessee, now strong and vigorous, is a result of a merger of two weak institutions, one at Tusculum and one at Greenville, two struggling communities only three miles apart. Local loyalties and roads—such roads!—had much to do with the establishment of these early institutions, not only within the field of the Presbyterian Church, but, we doubt not, in the field of every other church represented in this Council.

The most recent illustration of consolidation in Presbyterian circles goes further than did these early mergers. Those were between institutions operating under the same ecclesiastical control; this last one is that of the College of Montana, a Presbyterian institution, with the Montana Wesleyan College of the Methodist Church. The Presbyterian plant at Deer Lodge was sold. The proceeds, together with salvaged endowment became a part of the endowment funds of the new Intermountain Union College at Helena, Montana, the Presbyterian funds being kept intact as the College of Montana Endowment Fund. Its investment and control, however, lie with the new Board of Trustees elected by the Montana Conference and the Montana Synod. There is a provision in the merger agreement that the funds

put into the merged institution shall revert to the respective Church Boards of Education if the merged institution ceases to function as a Christian college.

This urge for mergers is not confined to the Presbyterian Church. Illustrations thus far have come from the Presbyterian circle over a long series of years because your president happens to be most fully acquainted with that group. This past year, however, in at least three other denominations, mergers have been prominent in their educational circles.

> St. Stephen's College at Annandale-on-Hudson has been absorbed into Columbia University on a parity with Columbia and Barnard Colleges. The President of Columbia University becomes also the President of St. Stephen's College. The actual administration at Annandale will remain under the direction of Dr. Bernard Iddings Bell, who has directed St. Stephen's since its reorganization nine years ago. He will become Warden of the College and Dean of the Faculty. The teaching staff is appointed jointly by both institutions, and its members have title and status in Columbia University.
>
> The degree granted will be the Bachelor of Arts degree of Columbia University, "conferred in St. Stephen's College, and will in all respects be equivalent to the degree of the University conferred in Columbia College."
>
> St. Stephen's College will be limited in size to 250 students. It will accept only those of exceptional ability and earnestness. It will as little as possible use lecture methods of instruction. It will exempt all capable upper classmen from classroom exercises and enable them to go as far and as fast as they may desire under the individual guidance of competent tutor-professors. It will have its own athletic program and activities, subordinated to intellectual achievement, and with no football. It will reduce student costs to the lowest limit consonant with efficiency. St. Stephen's College will continue to be entirely dependent upon its own funds. *Bulletin of The American Association of University Professors, October, 1928.*

The same magazine reports the merger of Missouri Wesleyan with Baker University. The plan of the merger of Missouri Wesleyan College with Baker University contemplates the offering of two years of college work on the present campus of Missouri Wesleyan College, at least for two or three years, with a possibility that it may be found preferable to discontinue all work at Cameron, Mo. It contemplates a single board of control,

even if work is permanently offered at Cameron. Students entering Missouri Wesleyan College next fall will begin a four-year college course, two years of which are to be taken at Missouri Wesleyan and the other two at Baker. No change will be made in the program of Baker University except such as may be necessary in future years to take care of the entire work.

> The rapidly rising cost of maintaining institutions of higher learning has made it very difficult for them to be maintained by small supporting territories. The growth of the tax-supported junior colleges has limited the appeal of our church school for students, thus making larger constituencies desirable. Improved facilities for travel make possible the cooperation of larger constituencies in such work. *Bulletin of American Association of University Professors, October, 1928.*

This fall, Albright and Schuylkill Colleges of the Evangelical Church were merged. A study of the petition of these two institutions to the Court of Common Pleas of Berks County, for the new charter, affords an interesting comment on the development of this idea of mergers. It appears that in 1881 Schuylkill Seminary was founded by the Eastern Pennsylvania Conference of the Evangelical Association. In 1923, this institution became Schuylkill College. In 1856 Union Seminary was founded by the Central Pennsylvania Conference of the Evangelical Association, and in 1887 this Union Seminary became a college and was called Central Pennsylvania College. In 1895 Albright Collegiate Institute was established by the Eastern Pennsylvania Conference of the United Evangelical Church. In 1897 this Institute became Albright College. In 1902 Albright College and Central Pennsylvania College, formerly Union Seminary, merged under the name of Albright College. In 1922 the two denominations, the Evangelical Association and the United Evangelical Church were merged to form the Evangelical Church, so in 1928 it was natural for the Schuylkill and Albright Colleges to be merged and consolidated under the name of Albright College of the Evangelical Church to be located at Reading, Pa., and "to exist in perpetuity." This consolidation was approved by the six constituent conferences of the merged church. The new charter provides that,

The College shall be managed by a Board of Trustees not exceeding sixty-two; eight trustees (with the exception of one that may elect two) from each of the annual Conferences of the Evangelical Church upon which the Board of Trustees may duly confer the right to elect trustees for said College; eight trustees at large to be elected by the Board of Trustees of the College; one trustee to be elected by the Board of Bishops of the Evangelical Church from among the members of said Board; three trustees to be elected by members of the Alumni Association of said College. All of the trustees elected by the various Conferences shall be members of the Evangelical Church. Of the eight trustees-at-large to be elected by the Board of Trustees of the College, at least four of them shall be members of the Evangelical Church. The Board of Trustees shall appoint from its number an executive committee in accordance with its By-Laws to act *ad interim* for the Board of Trustees.

In other fields we can find similar varieties of these sour grapes, for hard as it is and bitter as it is to admit the facts, particularly on the part of those in various local communities, it is nevertheless true that the small Christian colleges are being hard pressed to maintain themselves, not only financially, but pedagogically and socially also. It is difficult for them, we mean, to secure funds enough to carry on a program that is adequately developed from an educational point of view, or to render the proper service to society at large. Rumors are going up and down the educational world of possible mergers of whole groups of denominational colleges in the southwest. Definite plans are in the making for the combination of a college and a theological seminary in a Southern state. A Mid-West state has before it in most vivid fashion its own problem of mergers. The far Northwest has its own task of consolidation that still lingers because some people are afraid that mathematics and history, as well as theology, are susceptible to a peculiar denominational interpretation. But nevertheless, the economic urge, as well as the pedagogical standard, persist mightily.

In this economic pressure, we find perhaps the strongest demand for consolidation. To reduce administrative expenses and give greater efficiency by reason of a more centralized control, is a large part of the reason for the consolidation process now so much in evidence in financial circles. In some eastern cities,

banks and trust companies have merged so rapidly that depositors could not use up their check books fast enough to keep up with the latest name of their banks.

No longer is it possible to conduct the proverbial college on a log with a Mark Hopkins at one end and a Garfield at the other. With the passing of the forests, the log itself is becoming increasingly difficult to find. In fact, terra-cotta and brick and even concrete are supposed to be more necessary to sound learning today. In a word, it simply is not done that way any more—the way of the log, we mean—more's the pity, we might add if we dared.

Some fifty years ago, Dr. Nevius went as a missionary physician to North China. He not only sought to benefit the bodies of men but also to improve the physical environment. He introduced American grapes into the area around Cheefoo and the fruits of this vine are still sweet and enjoyable and profitable Even he evidently knew something of the art of turning sour grapes into sweet. This spirit of improvement manifested in the horticultural realms of China extends also to the educational fields in that land. To the missionaries in that great Empire must be given the credit for formulating one of the great programs in what we may call "correlated education." China has had its problem of the small college as well as the United States. Separate, isolated and independent colleges have been scattered over the Empire in various mission fields. From 1864 until 1928 higher education has been advancing in China. A plan is now ready for presentation to the Council of Higher Education in China that will meet in 1929. In the preparation of this program, special credit should be given to Dr. E. H. Cressy, Secretary of this Council, for "two years have been spent in checking and interpreting all the facts concerning all the institutions. These appear in the volume, *Christian Higher Education in China.* Practically a score of institutions are involved in the program. With the details of this program we are not so much concerned as with certain fundamental principles. Substituting for the word, "China" the name of our own country, it seems as if these principles were fitted to our own condition. (1) *Permanency.* There is a permanent place in the United States for

Christian Higher Education. (2) *Purpose.* The purpose of Christian Higher Education is to serve the American people in general and the Christian movement in particular. (3) *Quantity versus quality.* Christian higher educational institutions should be of the highest quality. (4) *Graduate work.* Graduate work should be in the program for Christian higher education, but should be directly correlated. (5) *Cooperation with government.* Christian higher educational institutions should cooperate with government and private institutions where possible. It is understood that this does not include cooperation which would involve the identity of the individual institution, or any sacrifice of their Christian character. (6) *Christian character of institutions.* The Christian colleges have been founded with a definite purpose. It is vital that any plan of reorganization provide for the preservation and enhancement of their Christian character so that they may continue to make a definite Christian contribution.

One other principle should be mentioned: (7) "*No institution should attempt to cover the whole field of higher education.*" Professional schools, departments and courses should be limited in number, with the elimination of any unnecessary duplication, and they should be placed where they can best serve the interests of the country as a whole. Students will find little difficulty in going where the work they require is offered.

In announcing these principles, we are, perhaps, running a bit in advance of our procedure. The consideration of these principles as applicable to our own American institutions involves the admission that territorially we must face the question as to whether or not we are not over-supplied with Christian institutions. In the interests of efficiency and economy we need to face frankly the task of an adequate study of various areas. We need to learn wherein our church colleges overlap or tend to compete with each other and with other educational institutions in the area. No more urgent challenge comes to the educational leaders of the Church Boards of Education than that of a cooperative study of certain states and areas with a view to ascertaining the facts, and the discovery of definite plans for mergers or combinations for correlation of our educational

forces. If we were asked to name certain states or areas it would be possible to do so. Some of the central states would lend themselves in splendid fashion to such study and correlation or merging, but the details of such a process, together with the naming of the states makes material for another story, as Kipling would say.

It would be a happy outcome of the merging process if, through the trustees in certain areas, resources could be transferred to undeveloped territory. We must think, in building an educational program, in terms of twenty-five and fifty, and even a hundred years hence; we must think of the southwest with its great states of New Mexico and Arizona which are playing such an important part in the economic and social life of our country. Provision should be made for higher education under Christian auspices in these great states. A Christian institution conducted by a combination of various denominations in these areas would mean much for the stabilizing of Christian ideals and habits in the generations to come. No one denomination could do the task. No one denomination should do it. It is Christian education that is needed, and the best and most efficient service will come through cooperative leadership. Not in separation, but in union, is there strength, educationally as well as politically.

In closing we would do well to remind ourselves that the irrigated valleys of the Southwest under the marvellous sunshine produce fruits of wonderful flavor. We are certain that, given time, some of the educational sour grapes can be made most productive and profitable in the land of the blue sky. Merger is the method.

President Faunce, of Brown University, wrote recently:

"I warmly appreciate the October number of CHRISTIAN EDUCATION. It seems to me to have more valuable material than any number preceding. I want to order ten copies for distribution among members of my faculty and enclose my check."

This letter was followed by another from the same source requesting an equal number of extra copies of the December number.

THE EIGHTEENTH ANNUAL MEETING OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION

January 7, 8 and 10, 1929

BOOTHE C. DAVIS, President-elect

What has the Council accomplished?

What are the next steps of progress?

1. The Council of Church Boards of Education at its eighteenth annual meeting in Chattanooga has critically surveyed the questions of college teaching, the college teacher, standardization, methods of measurement, student problems and the conditions of student religious life.

It has set up new ideals of character, and training for the college professor, with special emphasis upon the reverent and religious spirit of the teacher. It has demanded discrimination between narrow and specialized training for research, and broad and cultural training for character building instruction.

It has interpreted the religious life of the present day student as a "WAY OF LIFE" rather than as a creed or a program of observances:

As a response to "GOOD NEWS" rather than as a response to "GOOD ADVICE"; as a search for a "SECRET GOOD" rather than a search for entertainment or material gratification.

The Council has reasserted its faith in the student youth of today by the advocacy of a program of PERSONNEL approach, sensitive to individual aptitudes and tastes, rather than the method of "mass production" into which education has so largely fallen.

2. During the coming year studies will be made by the Council of the possibilities of institutional consolidation in overlapping areas; of college chapel architecture and chapel services with a view to the enrichment of these services; of the extension of cooperative religious work in universities, including cooperation among Protestants, Catholics and Jews, on the same campus, and of more effective measurements of college performance in the character quality of their output.

Special stress will be placed on administration and faculty responsibility for the religious life of the students.

The magazine, CHRISTIAN EDUCATION, is the official organ for the Council, and for the expression of its policies and program of work.

The other day while talking with Dr. Georg Kartzke, Assistant Director of the Deutsches Institut für Auslander and der Universität Berlin, he raised the question of the difficulty he has encountered in obtaining authoritative statistics on religious education and institutions under church boards of education. I called his attention to the fine work you are doing at the Council of Church Boards of Education and told him about the 1928 *Handbook of Christian Education* which you published in May, 1928. He is a very influential person in Germany, being also specialist in the Ministry of Education. He recently published a book on American Education in which he devoted a chapter to Catholic education in the United States but could not obtain sufficiently adequate information about the other activities to include it in his book.

The *Handbook* has been extremely helpful to us in our work. As I told you once orally I think it is an admirable compilation, one which should be in the reference library of every one in the educational and administrative field. We should like to have three additional copies.—*Archie M. Palmer, Institute of International Education.*

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A recent order from a London agency called for back issues of *The Association of American Colleges Bulletin* as well as a current subscription for Aukland University, New Zealand.

THE ANNUAL REPORT OF THE ASSOCIATE SECRETARY FOR FINANCE OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION FOR 1928

Alfred Williams Anthony

Three years are closing of somewhat detailed and continuing service of the Associate Secretary of Finance. This Secretary is something of a free lance. He coordinates his activities with those of other officers and with the general program of the Council of Church Boards of Education, yet being under no obligations due to the receipt of a munificent salary, nor accustomed to taking orders from a chieftain or "boss," he pursues a somewhat independent, yet, he hopes, a well directed way toward common interests and common goals.

In his independent state he is serving a comprehensive general committee known as The Committee on Financial and Fiduciary Matters of the Federal Council of the Churches of Christ in America. The functions of this Committee are more clearly defined by its subtitle, "A Committee on the Study and Promotion of Wise Public Giving." This Committee, because of its inclusive structure and purposes, represents ecclesiastical, missionary, educational, medical, social and general humanitarian charities. It does not deal with current budgets nor undertake to promote or give advice concerning the solicitation and gathering of current funds.

For eight years this Committee, or a little nucleus which preceded it, has been exploring in the field of wise public giving as related to the creation and the administration of endowments and trust funds. Its conferences, six of which have been held, have attracted increasing attention and a widening circle of participants. From four of these conferences have issued small volumes including papers presented and the conclusions arrived at. These volumes and a series of pamphlets under the general title "Wise Public Giving," already come to number thirty-one in the series, have circulated to the extent of more than 200,000 copies. In addition to these which have appeared in the series,

there have been distributed to the colleges and by the colleges, from 12,000 to 15,000 copies of "Capital Funds for ———— College."

Since February, 1926, nearly every issue of CHRISTIAN EDUCATION has carried an article dealing with some phase of this general subject. The slogan early adopted was "A Campaign of Perseverance." Perseverance through a period as yet unmeasured has already expressed itself for three years, and the end is not yet. Individual workers may come and go but a movement has been started which has a far reach. How much this publicity through the printed page in the magazine, in pamphlets and by booklets, really amounts to no one can tell. It is confidently believed, however, that it is much more than "a voice crying in the wilderness."

There comes to the Associate Secretary for Finance, as well as to the Executive Secretary of the Council, a considerable volume of correspondence. To the Associate Secretary come inquiries concerning almost every aspect of problems relating to the use of trusts, life insurance, fire insurance, pensions, inheritance taxes, legislation in different states, legal titles of charitable organizations, trusteeships, residuary estates, mortuary or estate notes, annuity contracts, community chests, community trusts and specific charities.

Callers at the office of the Associate Secretary have presented among many problems the following, which may be taken as concrete cases:

(1) A man who is accumulating a small property by saving rigorously out of his salary as a night watchman, wishes to establish a trust, the income of which will furnish Sunday School material to the people of a little community in North Carolina. Because Baptists are most numerous in the community, he at length decides to make the Educational Department of the Southern Baptist Convention trustee, with a provision that the Department shall use the income of the fund for people of all or of any denomination so long as Sunday School literature in that neighborhood may be needed. Ultimately, if circumstances require, the benefits of the fund may be directed to other charitable purposes in that or in adjacent communities.

(2) The trust officer of one of the largest banking institutions in the country has, as a client, a Jew who has accumulated over a million dollars of property, about half of which is invested in his business. He proposes to bequeath his business to his employees and wishes to know what is the wisest thing for him to do with the remainder of the property. The Secretary does not attempt to name specific objects. He attempts to discover what are the major interests of the man himself and then to point out methods by which one or more of these interests may be wisely benefited, showing in detail the proper instruments to be used.

(3) A group of wealthy persons wish to found a hospital in a large city with a fund of six million dollars, one-half of which may be invested in plant and equipment and the other half reserved for endowment. An adviser of this group of men wishes to know how a committee may be created twenty-five years hence, and again fifty years hence, to sit in judgment upon this institution, its administration, its development and its usefulness, and to decide whether or not it should at length be scrapped, or moved elsewhere, or converted into some other benefit for mankind, or be continued under certain modifications. How shall such a committee be provided for, through the selection of what kinds of persons, under definite name of what individuals? That problem has not yet been satisfactorily worked out.

(4) A college president wishes to know whether a named insurance company is financially sound, is well administered and may be wisely selected for preferential relations to the college in a plan for the solicitation of life insurance policies, 10 per cent of which, upon maturity, shall accrue to the benefit of the college. Caution was expressed as to possible embarrassment (a) in a partnership with one insurance company to the exclusion of other insurance companies, (b) in the use of mixed motives: commercial and charitable.

(5) A college president, new to his office, wishes information respecting plans for building up an endowment. The Secretary points out the relative merits of (a) absolute gifts; (b) conditional gifts under annuity agreements; (c) living trusts; (d) bequests by insurance, and (e) bequests under a will. He also

shows the desirability of securing the cooperation of corporate trustees and banking institutions, of lawyers and life insurance men.

(6) The Financial Secretary of a hospital comes seeking similar assistance and receives suggestions fitted to his field.

In the midst of inquiries and correspondence, the Secretary finds that on the whole the educational group of administrators are more eager to discover and more ready to adopt new methods and cooperate in comprehensive and far reaching plans than almost any other group.

The Committee on Financial and Fiduciary Matters has the following sub-committees, the names of which indicate exploration in the fields named: Annuities, Legislation, Pensions, National Church Fire Insurance, Local Conferences, and Ethics in Investments.

The Committee proposes to hold another conference in the third week of March, 1929.

This Campaign of Perseverance aims at wise public giving through cooperation on the part of benefactors, beneficiaries, trustees, legal advisers and life insurance underwriters. It undertakes to discover and point out the wisest methods which will make it easy and safe to establish endowments for future benefits, under provisions which permit adaptation to conditions as they change.

The Committee has advocated approval and adoption of The Uniform Trust for Public Uses because it, above all other documents hitherto drawn and presented for use, embodies this principle of future discretion lodged in the trustee who, with the advice of properly chosen competent persons acquainted with conditions subsequently existing, may direct the application of benefactions to uses which will prove to be blessings.

This instrument has been adopted by eleven trust institutions in seven states and is already in use under living trusts, named in wills, which become effective after the death of testators, in continuing testamentary trusts. It will commend itself more and more, as time passes and its value has become manifest in experience, to trustors and trustees.

Education may well be termed the dearest charity known to the heart of man. It looks to the future; it breaks down barriers of race and family and personal inheritance, if these barriers can be broken, and sets individuals free; it develops outlook, and poise and self-direction; it gives to democracy its defence, and to religion its understanding, and to human welfare its intelligent direction. To make education continuing and improving during the years to come demands our best endeavors.

CONFERENCE ON FINANCIAL AND FIDUCIARY MATTERS

The Third Conference on Financial and Fiduciary Matters will be held in Hotel Chalfonte, Atlantic City, N. J., Tuesday, Wednesday and Thursday, March 19–21, 1929. The conferences in 1925 and 1927 were followed by the publication of books which contained papers and conclusions that have had a marked influence upon methods of building up and administering permanent funds.

The forthcoming conference will deal with subjects such as the following: Why Do People give Permanent Funds to Charity?, Channels through which Personal Interest Expresses Itself, Discrimination as to Appropriate Instruments, How Far Can Wisdom See?, The Principle of Posthumous Discretion, Should Charitable Endowments be Perpetual?, The Technique of Cooperation, Guarantees of Integrity and Honesty, Trends in Legislation as Affecting Funds for Charity, Economic Changes as Affecting Investment of Charitable Funds.

Specialists in these several fields will open discussion on the subjects and time will be allowed for free discussion. An enrollment fee of $5.00 will be charged. Persons desiring programs may apply for them and may register with the Committee on Financial and Fiduciary Matters, 105 East 22d Street, New York City.

This invitation to attend is extended treasurers, financial secretaries and others responsible for and interested in handling of endowments and trust funds. The Committee reserves the right to limit membership in the conference to 150 people.—*A. W. A.*

REPORT OF THE UNIVERSITY COMMITTEE*

M. WILLARD LAMPE, Chairman

As usual the University Committee has met twice during the year, in addition to a number of sessions in connection with the annual meeting of the Council. One meeting was held in May at East Lansing, Mich., where one of the most successful co-operative enterprises related to our Council is in operation. The second was held in September in the offices of the Baptist Board in New York. Both meetings were well attended, evidencing the same vital interest in the work of the Committee, which has been manifest for many years. The Committee represents a diversity of viewpoint, and on many important problems it has been impossible to reach unanimity of judgment, but no group could face its task in friendlier spirit, and progress has been made through a common sense of the tremendous importance of our work, through accommodation and compromise, through the discovery of areas of activity where we are agreed, and most of all through common trust and confidence.

For much of the year we were without the services of our Secretary, Dr. O. D. Foster, who was on leave of absence to regain his health. This happily was accomplished in large measure and since his return in September he has visited several of the co-operative centers, and has surveyed other centers with a view to possible cooperation in the future. Among these is Alfred University, of which our co-worker, Dr. B. C. Davis, is President, and where in all probability a cooperative piece of work under the leadership of an interdenominational university pastor will commence within the coming year.

The number of cooperative centers remains about the same. Many opportunities of tremendous significance, like Reno, Nevada, for example, have been passed by for lack of funds. The work at Athens, Ohio, was discontinued last spring for reasons over which the University Committee had no control, and in one other center the work may be given up within the next few

* Presented to the Council of Church Boards of Education, January 7, 1929, Eighteenth Annual Meeting, Chattanooga, Tenn.

months or at least changed in form. To match these losses, however, there are some significant gains. Chief among these is the marvelous enterprise at the University of California at Los Angeles, where Jews, Catholics and several Protestant denominations are cooperating in a so-called University Religious Conference. Mr. Thomas S. Evans, the Director, is incorporating and expanding some of the ideas which brought him into prominence as the father of the Pennsylvania plan. The Protestant group in the University Religious Conference has an identity of its own and is a fine embodiment of the spirit of our Council. I may refer also to the School of Religion at the University of Iowa, which is also composed of Jews, Catholics, and Protestants, and which is now in the second year of its operation. The Protestant section of this school is a wonderful exhibition of the extent to which cooperation among the Protestant groups may go, for eight denominations have united in maintaining one Protestant professorship, and six of the eight have contributed officially to its financial support.

The support of cooperative centers, however, is only one part of the work of the University Committee. Indeed, at least one member of the Committee insists that this is not a part of the work of the Committee at all, but only of those Boards which desire to support it, and when they do so, they are acting entirely apart from their relationship to the Committee or to the Council. The person who takes this position is one of the most valued members of the Committee, whose loyalty and constructive suggestions are appreciated by all. I mention the point only as an illustration of the divergent viewpoints represented on the committee which, however, do not destroy its essential harmony. For many years the Committee has acted as an agent for the Council in appointing church representatives to summer student conferences of the Y. M. C. A. and Y. W. C. A. This has required considerable attention in the way of correspondence and the like, for the conditions under which church representatives participate in these conferences vary considerably throughout the country, and are moreover in a state of experimentation and adjustment in most of the individual conferences. For the most part the members of the Committee have themselves acted as the

church representatives. In this connection, and in others also, the Committee has been greatly helped by its women members, who have also been members of the Federated Student Committee, a very efficient group made up of the representatives of the various women's organizations engaged in religious work among students.

Another very significant piece of work to which the Committee is giving its attention more and more is the study of the whole religious program in student centers. This started with a strongly sensed need of providing a better curriculum and technique for the Young People's Societies of the local churches in university centers, but the work is branching out to include many more items than this. Mr. Stock is the chairman of the subcommittee which is making this study, and by a strange but clearly Providential combination of circumstances, he is also the chairman of committees of two other organizations doing the same thing. Mr. Stock has already held two or three meetings of this combined and representative group, and the lines of study have been definitely marked out and assigned to different workers. Thus a manual will be prepared for the help of all local pastors and other workers in student centers, a bibliography on worship is in preparation, a study of the whole field of interdenominational activity is being made, etc., etc. This brief mention will show something of the spirit and extent of this enterprise.

The Committee has frequently discussed the question of its own functions, the desirable range of its activities, and the elements of the program which should most be emphasized. There has been no consensus on many of these things. Our work is relatively new and we have had to combine boldness with caution. Dr. O. D. Foster, during the latter years of his Secretaryship, has approached the problem from the point of view of the total religious needs of any given University, trying to see the whole situation, in its limitations and opportunity, from the angle of the whole university as well as of all the religious groups. He has therefore paid less attention to the supervision of established programs and to the various forms of inspirational and educational work among the students themselves, and he has

paid more attention to those underlying conditions of understanding and sympathy between the universities themselves and all the religious groups, which will produce the best relationships and the best religious opportunities for all concerned. In this he has been a statesman of the first order. It is safe to say that no other man has done so much to bring university administrators and church leaders together and to establish mutual respect and effective cooperation between them.

The Committees faces the future with a sense of uncertainty because of the loss of Dr. Foster, but with gratitude for the achievements of the past and for the fine fellowship in service which some of us have now enjoyed for many years, and with the conviction that there is no work under God's heaven more worthy of our complete and united consecration than that which is presented by this university field.

Princeton Theological Seminary had the good fortune of having two lectures given them this fall by Professor H. Emil Brunner, of the University of Zurich. Professor Brunner is a representative of the group of German theologians to which Professor Carl Barth belongs who are leading a movement from rationalistic theology toward historic evangelicalism. His lectures were entitled: "The Quest for Truth, Revelation" and "The Crisis of Theology and the Theology of the Crisis." Also this fall at the request of the students, the faculty of the Princeton Theological Seminary made a place upon their schedule for a day of prayer which was led by the Rev. H. H. McQuilkin, D.D., pastor of the First Presbyterian Church, of Orange, N. J.

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This fall saw the Rev. Marion J. Bradshaw installed as Professor of Philosophy of Religion at the Bangor Theological Seminary.

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Mr. Gerald P. Webb, recently Associate Pastor in charge of young people's work in the First Methodist Episcopal Church at Albuquerque, N. M., has left that position and taken over all the religious work on the campus of the University of Mexico.

REPORT OF THE TREASURER OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION, 1928

Balance January 1, 1928			$ 1,830.08
Receipts			
Constituent Boards of Education:			
Northern Baptist Convention	$ 2,291.67		
Church of the Brethren (includes payment of 1927 for $125.)	225.00		
Congregational Education Society	1,000.00		
Christian Church	300.00		
Disciples of Christ	750.00		
Evangelical Church	150.00		
Five Year Meeting, Society of Friends	200.00		
Methodist Episcopal Church	3,208.26		
Methodist Episcopal Church, South	866.69		
Methodist Protestant Church	200.00		
Presbyterian Church, U. S.	600.00		
Presbyterian Church, U. S. A.	3,000.00		
Protestant Episcopal Church (includes payment of $166.66 on previous pledge)	2,166.74		
Reformed Church in America	360.00		
Reformed Church in the United States	100.00		
Seventh Day Baptist Education Society, (includes payment of $25.00 for 1927)	75.00		
United Brethren in Christ	300.00		
United Lutheran Church in America	500.00		
United Presbyterian Church	500.00	16,793.36	
Association of American Colleges		5,850.00	
Special Donations		387.50	
Christian Education		2,441.60	
Miscellaneous (includes interest on bank balance, etc.)		214.08	25,686.54
			$27,516.62
Expenditures			
Salaries		17,700.04	
Office rent		1,719.97	
Office expenses		1,045.21	
Traveling expenses: Dr. Kelly	205.02		
Dr. Foster	1,283.94	1,488.96	
Annual Meeting		207.04	
American Council on Education		100.00	
Christian Education		4,513.88	
Miscellaneous (includes bank services, insurance, etc.)		504.06	27,279.16
Balance in Bank December 31, 1928			$ 237.46

GENERAL STATEMENT OF FINANCIAL CONDITION AS OF JANUARY 1, 1929

Assets				
Cash in Bank			$ 237.46	
Cash in Special Funds:				
Petty cash at Council Office, New York			23.32	
Held by Dr. Kelly, his revolving fund			100.00	
Office Furniture and Fixtures:				
New York		911.35		
Chicago		120.96	1,032.31	$ 1,393.09
Liabilities				
Invested in Furniture:				
New York		40.00		
Chicago		7.50	47.50	
Surplus Capital Jan. 1, 1928:				
Cash in Bank		1,830.08		
Furniture and Fixtures		984.81	2,814.89	
			2,862.39	
Net Income of 1928:				
Income		28,180.03		
Expenses	29,772.65			
Less unexpended Petty cash at Council Office and Dr. Kelly's revolving fund	123.32	29,649.33	1,469.30	$ 1,393.09
			(Debit)	

We hereby certify that the annexed statement of receipts and expenditures of the fiscal year ended December 31, 1928, is correct and true; and that the statement of financial conditions is in our opinion a true statement of the financial condition of the Council as of January 1, 1929.

BANK OF NEW YORK AND TRUST COMPANY,
By: CHARLES ELDREDGE,
Vice-President.

REPORT OF THE COMMITTEE ON FINDINGS*

JOSEPH C. TODD, Chairman

Your Committee on Findings conceives of its purpose in the form of commendation and appreciation, findings and recommendations.

I. COMMENDATION AND APPRECIATION.

We desire to acknowledge our indebtedness to the Executive Committee and officers of the Council on their faithful and efficient *ad interim* service during the year; to the University Committee for its leadership in cooperation in colleges and universities, for the faithful service rendered by the other committees and commissions, the General Secretary, University Secretary and other employees of the Council.

We desire to express our very great appreciation for the most interesting and profitable program provided for this meeting and for the great service rendered the Council by the speakers and leaders of discussion.

We are confident that we voice the feelings of every attendant at these meetings in our acknowledgment of the cordial hospitality extended to the Council in Chattanooga. We would express our thanks and sincere appreciation to the churches of the city, to the University of Chattanooga, for the fine reports of the meetings appearing in the *Chattanooga News* and *Chattanooga Times*, to the Read House that has provided so well for our residence and the various meetings, and also the Patten Hotel for the courtesy extended our attendants in residence there; and to the citizens at large as we have been extended every courtesy and shown every hospitality and made to feel at home.

II. FINDINGS AND RECOMMENDATIONS.

(1) We recognize in the recommendations of the University Committee, approved by the Executive Committee and by this Council, to provide a successor to Dr. O. D. Foster, as University

* Presented to the Council of Church Boards of Education, January 8, 1929, Eighteenth Annual Meeting, Chattanooga, Tenn.

Secretary, and also to cooperate with the American Association on Religion in continuing the work of Dr. Foster in the field of wider religious cooperation, a development of great significance and promise in the work of the Council in providing religious opportunities in tax-supported colleges and universities.

(2) We would remind ourselves as members of the Council that the initial purpose of this Council was—and in our judgment remains—to approach education from the viewpoint of the church and that religion is the primary interest of its surveys, studies and other work; that, in a word, the Council attempts to be the conscience, judgment and voice of the church in higher education and constantly seeks to discover just what is the place and responsibility of religion and the church in the colleges of America.

We remind the Council also that its constituent elements are church boards of education, whose educational and administrative responsibilities are growing more profound as all related educational problems grow more complex. The importance of the functions of the Council of Church Boards as a cooperative clearing agency in all matters that concern the life and work of these constituent church boards of education should be emphasized and practically magnified. The program of the Council in all its work of research and general study of situations that threaten the progress of Christian culture must more and more face with these boards the study of their corporate, administrative and promotional problems in order that with our academic development there may be a commensurate progress in spiritual conquest of our American life. To this end we recommend that in future programs of the annual Council meetings these mutual problems and experiences of constituent boards have a large place.

(3) The report of the General Secretary reveals the increasing significance of the work of the Council for its constituent boards of education, the colleges related to these boards, the religious opportunities at tax-supported colleges and universities, the whole field of education and the church. We note the wide variety of service rendered and the very large amount of work attempted and accomplished with limited resources and staff. It

is the conviction of your Committee that work of such vast importance to the church and to education should somehow be provided with greatly increased resources either by the associate boards or individuals sensitive to social and religious needs. We regard with favor the interrelation of the work of the Council and the Association of American Colleges and believe that the purposes and welfare of both organizations are furthered by this relationship. We approve heartily of the proposed studies of chapel and chapel services in colleges and universities, cooperation with the Library Association in discovering means of increasing the effectiveness of our college libraries and especially of the conferences held in colleges to enable them and the Council to discover if these colleges are really serving the purpose of the churches from which they seek support and students. We would refer to the Executive Committee with approval the proposals of the Executive Secretary made in his annual report.

(4) We feel that the valuable and voluntary service of Dr. A. W. Anthony, Associate Secretary for Finance, merits our special commendation and we hope that he can continue this valuable work for the Council.

(5) The report of the Committee on Religious Education we find to be a study of the catalogue offerings of a number of colleges on Religious Education in the technical sense. The report reveals the need of supplemental information on Biblical and religious courses offered and some accurate information as to the actual content of courses in both of these fields. We feel also that before proper perspective can be given to the place of technical courses in religious education in colleges or universities, we need to extend these studies to include the whole field of church, independent and state colleges.

(6) In the light of reports and discussions at this meeting, your Committee would suggest to the Council the advisability of functioning effectively in conducting or promoting conferences among administrative officers and faculty members in the interest of the religious life of students; and also that under the auspices of the Council, regional interdenominational conferences on Christian Education for Christian leaders be undertaken.

(7) The prophetic address of the President revealing a tidal drift among church-founded colleges, supplemented by the report of the College Committee, brings us face to face with educational conditions we cannot avoid.

In the light of this address and this report, and inasmuch as we now have available probably the most extensive and comprehensive survey data regarding the work of the Council, the respective Boards of Education and the colleges themselves, we deem it wise that we now make an effort to:

(a) Complete such data so that all shall have the benefit of the findings of each; and

(b) That upon the basis of the facts now in hand and the data which is constantly becoming available, an attempt be made to formulate a new apologetic for the Christian college and make clear its place in American higher education;

(c) We ought to know where the accumulated assets in church colleges now unable to secure sufficient support and students can be conserved by relocation of these institutions, change of program or merging with other Christian institutions in the same area;

(d) That we frankly face up to the problem of the place and program of the church in higher education.

Xenia Theological Seminary, St. Louis, Mo., is now raising an endowment for the William G. Moorehead Memorial Chair of New Testament. Dr. Moorehead, whom many consider one of the greatest Bible teachers of modern times, taught at Xenia forty years. A committee of prominent churchmen in many denominations is sponsoring this effort.

DEPARTMENT OF BIBLICAL INSTRUCTION

OFFICIAL ORGAN OF THE NATIONAL ASSOCIATION OF BIBLICAL INSTRUCTORS, EDITED BY ISMAR J. PERITZ, PROFESSOR OF BIBLICAL LITERATURE, SYRACUSE UNIVERSITY*

MINUTES OF THE NINETEENTH ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF BIBLICAL INSTRUCTORS, DECEMBER 28–29, 1928

The nineteenth annual meeting of the National Association of Biblical Instructors opened around the dinner tables in the beautiful new Refectory of Union Theological Seminary, New York City, Friday evening, December 28, 1928. Following the dinner the first main session was held in Room 207 of the Seminary buildings. President Walter M. Haviland of the Friends' Select School of Philadelphia was in the chair, and gave the President's address: "Should Our Biblical Courses be Popular?" Two other papers were given at the evening session, the first by Miss Maude Louise Strayer of The Masters School, "Relation of the Bible to Courses in History;" the second by Mr. A. B. Trowbridge of The Hill School, "Supplementing the Bible in Religious Education for Boys of School Age." No attempt is made here to summarize these addresses, or the ones of the following day, for it is hoped that most of them will find publication, in whole or in part, in the pages of CHRISTIAN EDUCATION.

The President appointed as a Nominating Committee, Mr. George Dahl of Yale Divinity School, Miss Mary L. Hussey of Mt. Holyoke, and Mr. George Walton of The George School.

The morning session was opened at nine thirty, December 29th. The Treasurer's report was presented by Miss Strayer and was as follows:

Balance on hand Dec. 27, 1927		$201.48
Dues		167.10
		368.58
Disbursements:		
CHRISTIAN EDUCATION, 306 subscriptions	229.50	
Membership campaign, 186 new members	53.00	
Postage	2.68	
Typing membership lists	3.65	
Annual meeting, 1927	17.90	
		306.73
Balance on hand, Dec. 28, 1928		61.85

* Owing to serious illness Professor Peritz was unable to prepare his usual editorial.

The report was accepted.

The Treasurer reported that the subscription price of Christian Education, is being raised and that our society would be expected to pay one dollar per member instead of seventy-five cents as heretofore. After some discussion the motion was made and carried increasing the annual dues to two dollars.

John W. Flight, Arnold E. Look, Charles M. Bond, Paul M. Laubenstein, and Katharine L. Richards, having been proposed for membership, were duly elected.

The Nominating Committee brought in the following nominations:

President—Ralph K. Hickok, Wells College.
Secretary—C. E. Purinton, Adelphi College.
Treasurer—Maude Louise Strayer, The Masters School.
Editorial Secretary—Ismar J. Peritz, Syracuse University.
Program Committee—W. H. Wood, Dartmouth, Chairman; Millard Burrows, Brown University; W. M. Haviland, Friends' Select School; Dorothy Robinson, Mt. Holyoke.

Upon motion, these were accepted as the officers of the Association for the year 1929.

Professor C. E. Schaible of Coker College, South Carolina, a member of the Southern Section of Biblical Teachers, was asked to convey the friendly greetings of this Association to that body, which is to meet in Chattanooga, Tenn., in January, 1929. Similar greetings were sent to the midwestern group of teachers through Professor Lytle, of DePauw University. Professor Peritz moved that a committee be appointed to see what may be done to bring about closer relations between these three sections of Biblical teachers. The motion was seconded by Miss Fitch of Oberlin, and was carried. At the request of Mr. Haviland the committee was named by the incoming President, and is as follows: Irving F. Wood, of Smith College, Chairman; Miss Florence Fitch, of Oberlin College and William Scott, of Randolph-Macon College, Lynchburg, Va.

The fact was noted that next year the Society of Biblical Literature and Exegesis meets December 30–31, and, by informal vote, a preference was indicated for our meeting to be held, beginning the evening of December 31 and continuing January 1, 1930.

The following papers were presented:

"The Experiment at Bucknell," Charles M. Bond.
"The Correlation of Courses in Bible and Philosophy," Edwin H. Kellogg, Skidmore College.
"The Bearing of Archeology Upon the Bible," Lewis B. Paton, Hartford Theological Seminary.

The papers were followed by general discussion, participated in by Scott, of Pennsylvania College for Women; Dahl, of Yale; Bond, of Bucknell; Peritz, of Syracuse; Beiler, of Allegheny; Limbert, of Franklin and Marshall; Culler, of Hiram; Foster of Union Seminary; Quimby, of Dickinson; Gibbs, of Bible College of Missouri; Reardon, of Colgate, and others.

The meeting adjourned.

(Signed) RALPH K. HICKOK,
Secretary.

THE UNIT OF BIBLE STUDY SYLLABUS

We are glad to print the following letter from Professor Edwin E. Aubrey, of Vassar College, to correct any misunderstanding that may exist regarding the Outline of a Unit of Bible Study, *recommended* by the National Association of Biblical Instructors. Copies of the Unit Outline including Bibliography may be obtained from the Council office for 25 cents.

Poughkeepsie, N. Y.
January 15, 1929.

My dear Mr. Kelly:

Through an application which has come to this department for the approval of a preparatory school course in Bible for college entrance, it has come to my notice that a misunderstanding has arisen in at least one school as to the significance of the recommendations for a course published in CHRISTIAN EDUCATION, March, 1928.

It seems that the impression has got abroad that the outline course there reprinted is "required by colleges accepting Bible for credit." May I take this opportunity, through your columns, to correct this misapprehension? The course outline was submitted by a committee of the National Association of Biblical Instructors as a *suggestion* to the preparatory schools, and was approved by that Association. The outline is in no sense mandatory, and the Association had neither the intension nor the authority to make it so. This should be made as clear as possible to all preparatory schools.

Yours sincerely,

EDWIN E. AUBREY

SHOULD OUR BIBLICAL COURSES BE POPULAR?*

Walter W. Haviland, Friends' Select School, Philadelphia

The subject upon which I have chosen to speak is justified by the fact that you have chosen me for President this year—or was I forced upon you? I am in no sense a technical Biblical scholar and teacher. I represent the popular interest, the layman's interest, in the teaching of the Bible. I want to see the ripe fruits of Biblical scholarship and appreciation, with emphasis on the appreciation, as a greatest good enjoyed by the greatest number. I want to know that the work of the magnificent force of teachers of the Bible now in our colleges and schools is reaching effectively all the students that it ought to reach, or at least all the students that it can reach.

In his recent book "Character Building in Colleges," President W. A. Harper reports that out of 659 officially listed colleges in the United States 204 offer Bible instruction through 417 instructors. At least thirty-five of the 164 Junior Colleges and eighteen of the ninety-nine four-year teachers' colleges also offer Bible courses. In addition to these there is teaching of the Bible, under that name or some other, in hundreds of the independent secondary schools of the country. In these colleges 1418⅝ (why the fraction of a course I do not know!) different courses are offered and 34,493 students are enrolled in them. These facts show a gratifying advance.

But I have heard rumblings, sometimes mutterings. There have been protests against compulsory Bible study—those who came to scoff have not always remained to pray. Senior classes have voted the Biblical courses the most futile and dull in the curriculum. Where courses are elective the number of electors is startlingly, and in some colleges, decreasingly, small. We read in current magazines of the "naiveté" of religious educators; of "moth and rust" in religious teaching; that Freshman Bible is "upsetting," and that nothing constructive is provided to replace what has been upset; that we are teaching a historical and literary but not a spiritual Bible, and so on and on.

* President's Address at the meeting of the National Association of Biblical Instructors, New York, N. Y., December 28, 1928.

I do not want to take too much stock in these reports, but they have made me wonder—made me wonder whether there was anything Bible teachers could do to bring the Bible to its *full* as well as its proper and dignified place in education. It deserves not only to be understood, but to be appreciated and loved.

You may have heard the story of the little girl who was overheard to pray, "O God, make all bad people good and all good people nice." It is one of our tasks to help people to feel that the Good Book is "nice." The day is past when we can argue or frighten or force young people into religion. Neither logic, philosophy, Biblical criticism nor fear, nor all of them together will properly orientate, integrate, motivate, stimulate and inspirate the elements of our living. The day cometh and now is when we must win men to the good and beautiful, and may be even to the true, by setting forth winningly whatsoever things are lovely and of good report.

Let me tell you what I did to get material for this address. I did not want to be like Mr. Remus and Mr. White of whom Professor Grandgent tells in one of his charming essays. The Rev. Thomas Jefferson White was dining at the house of his parishonérs, Mr. and Mrs. George Washington Remus. "Dis am a mighty fahn goose, Mr. Remus," observed his reverend guest. "Whar you git um?" "Mr. White," replied the host, with dignity, "ah doan' ask you where you get your sermons."

So I wrote 250 letters to college deans, school principals, and representative and reliable students and asked a few questions. The following is the text of the letter:

> "As president of the National Association of Biblical Instructors I have undertaken in their interest a brief unprejudiced study of the favor with which the Bible courses, including Biblical History and Literature, are regarded by students and faculty members in schools and colleges where Biblical courses are given. I am writing to ask you for the favor of a frank and confidential opinion on each of the following points: 1. Are the Biblical courses in your institution generally regarded with favor and respect, or are they regarded somewhat either as "snap" courses or as dull and uninteresting? 2. Whether regarded favorably or unfavorably, what are the reasons, real or imagined, for the esteem

in which the Biblical courses are held? 3. Is it the *subject* or the *teaching* that is the chief causes of popularity or unpopularity, as the case may be? 4. What improvements can you suggest in both courses and teaching (or teachers!) that might cause a greater measure of success for Biblical instruction in your institution? While I wish to make use of the information which you give me, please be assured that no names will be used, either of those who give opinions or of the institutions which they represent. Thanking you in advance for your contribution to the cause of more useful and more interesting Bible teaching," etc.

To this letter forty-one college deans replied; four deans turned the letter over to their presidents who wrote for them; and at least two deans observed strict confidence by turning my letters over to their Biblical departments. In one of these the instructor made my questions the subject of a written class exercise and kindly sent me a summary of the results. Thirty-four college students wrote responses to the letter and twenty-eight high school boys and girls. Seventeen principals favored me with answers.

In reply to the first question three deans frankly admit that the courses are not regarded with favor and respect, five express themselves as doubtful, but the great majority claim both favor and respect for the courses, though there are some qualifications to this claim, such as "regarded with some favor, much respect" and "courses rather interesting, fairly respectable, but a trifle easy." The spokesmen for the college students agree in the main with the deans on the answer to the first question, though a few more students than deans say "No" for "respect and favor." On the other hand more than one-third of the deans think the Bible courses are regarded as easy or "snap" courses, while only one-fourth of the students are of that opinion.

In answer to the third question deans and students agree, with only seven exceptions, that the teaching and not the subject is *mainly* responsible for whatever popularity and unpopularity the courses enjoy, though twenty-two answers give the *subject* itself a part of the credit. One is impressed in reading the letters by the admiration and loyalty in which instructors are held, almost to the extent of the freshman who wrote a theme on

"Why I like College." With youthful optimism she declared, "I think the faculty are just lovely." Opposite this the unfeeling corrector wrote "feeble!!!" and directed a complete rewriting. In the amended version the questionable passage read: "The faculty may be feeble, but they are lovely just the same."

Reasons for the favor and respect shown the courses, as well as the lack of favor and respect, cover a wide range. Strong, competent teaching of scholarly, rational, "meaty," interesting and progressive courses is emphasized by perhaps a majority of the deans, in varying phrase, though several other reasons are brought out. The following quotations suggest types of answers: "Easy and interesting courses;" "as well taught as any courses in college;" "put on the same plane of rigidity and interest as other courses;" "well conducted and strictly maintained courses;" "teachers who make courses interesting and stimulating without letting them become soft;" "the intrinsic historical and literary value of the course;" "cultural values;" "value of the courses as they bear on practical life;" "the ability, scholarship, devotion and interest of the teachers;" "popular because high marks are easy to get;" "because not taught from a religious and devotional point of view;" "electing Bible indicates not so much great interest in the Bible as greater dislike for something else;" "Christian minded students have a natural interest in the subject;" "due to respect student feel for religious ideas;" "some students believe it their duty to esteem it;" credited by or "effectively correlated with courses in other departments," as English and History; "useful in professional training for some line of religious activity."

Reasons for disfavor include the following: "Because the course is required;" "fear that religion is being forced on students;" "too much sermonizing;" "prolongation of Sunday School;" "nothing practically applicable;" "waste of time except for ministerial students;" "no value received for energy expended;" "difficult to get good results in a course that meets only once a week;" "teachers too dogmatic;" "too many detailed facts;" "not enough discussion;" "scientific, progressive point of view offends conservative students;" "courses not made sufficiently hard to command consideration and respect;" "in-

tellectual and aesthetic presentation of the great field of Biblical Literature is next to impossible to obtain from teachers working in that field." Remember that the quotations in this paragraph are from college deans.

Now let us see what college students have to say. Their letters include many of the points suggested by the deans, but they add a few new ideas and strikingly re-phrase some of the deans' thoughts. First let us look at some of the *pro's*: "Bible courses are the occasion for reading the Bible, a pleasant occupation which students would not otherwise pursue;" "many students, ignorant of the Bible, find it a delight;" "corrects attitude toward Bible—most students entering college either know nothing at all about the Bible, or hold it in vague reverence as something not to be meddled with;" "knowledge of the Bible necessary for well rounded education;" "wealth of material brought to bear on problems;" "find Bible a help on practical social problems;" emphasis on "a practical working religion, as opposed to the emotional, sentimental, conventionalized and dogmatic religion of a generation or so ago;" a subject that "has a connection with every other subject in life;" "no subject elicits such heated discussions, in its relation to other college subjects, particularly Science;" "makes Bible characters real persons;" "the most interesting and inspiring courses of any single group offered in the college;" "young people are more interested in the personality and teachings of Jesus, with Paul's letters, than in the Old Testament, full of stern rebukes, pompous prophecies and exacting laws;" "there seems to be something more personal in a Bible course than in any other."

The students say these nice things about their teachers: "Open minded;" "sincere;" "interested in their work and with a vision of the spiritual value of it;" "interested in the personal problems of the student;" "kindly, intellectual, personal—they represent the ideals they are teaching;" "examples of the principles they are presenting."

"The sympathetic and respectful attitude of the college itself toward the Biblical department" is mentioned by one student as a reason for the esteem in which it is held.

The following are among the reasons for disesteem for the courses as expressed by students: "Required;" "uninterest-

ing, only taken to escape courses still more distasteful;" "they do not 'ally' or correlate with any major courses, but are only 'fill-ins;'" "lack unification;" "lack good text-books;" "too much repetition;" "too bare outlines" ("A skeleton is a man with his insides out and his outside off!"); "propaganda for saving souls;" "propaganda for Socialism;" "too modernistic;" "too narrow and set;" "courses much duller than necessary;" "difficult and uninteresting in spots;" "too much like church;" "too much preaching and moralizing;" "too long assignments;" "too much old material;" "dull and uninteresting—not regarded as 'snaps' but as 'nuisances;'" "too much trivial detail and memorizing;" "courses feared because they require a great deal of work and many students fail to pass;" "so many theories presented in an impartial manner that students are in a haze and don't know what to think;" "too little group discussion;" "class discussions just a jumble of everything;" "class-work mainly remembering and repeating the words of the teacher."

In speaking of the shortcomings of students themselves the following are mentioned: "Lack of background;" "prejudiced, hypercritical and antagonistic attitudes;" "failure to understand and appreciate teachers;" "fear that teachers will be 'shocked' by students' ideas."

Instructors come in for their share, perhaps only a fair share, of unfavorable criticism: "There are those who are "scholars, archeologists and research workers but not teachers;" "insist on *dictating* notes and yet giving nothing not previously read in preparation;" "wander all over creation;" "tied down too closely to notebook"; "dogmatic," whether modernistic or fundamentalistic, and "seem to have no respect for other opinions than their own;" "treat the patriarchs as ordinary boy friends. (A certain amount of that is all right, but it is not good as a steady diet.)"

The suggestions for improvement may be inferred in large part from what has already been set forth. Only one dean said of the Bible courses, "They give us no concern"! Other deans speak as follows: "Have teachers who know their subject and can interpret it in terms that appeal to this generation;" "have

teachers who are interested in their students at least as much as in their subjects;" make the courses "reasonably interesting," "as stiff and serious as any in college;" "cover ground more rapidly with less detail;" "concentrate on smaller selection of material—teach fewer facts;" "have more class discussion;" "have proper recognition of the relation which Biblical instruction should have to actual, present-day problems of living;" "establish relations with the courses in Philosophy, Social Questions and International Ethics;" "treat the Bible for exactly what it is—for anthropological, psychological, historical and library values and for practical morals;" "present Bible as a great book of creative work by a highly gifted people, with a strong religious bent, bringing in ethical teaching incidentally as a by-product;" "see that the Bible is taught exactly like any other book, on its merits;" "remember that in the very nature of the case the Bible can't be taught like any other subject;" "remove compulsion from the Bible courses;" "have a general tuning up of the student body."

The suggestions of college students for improvement include: (1) a better student attitude, which involves less of "the sophisticated pose that requires at least the appearance of boredom;" (2) more fundamental courses, consisting largely in *reading* the Bible rather than in lectures and study, followed by widely varied electives which may be unified; (3) capable and interested teachers, who do not force their own conclusions on students and seem to think their answer is the only right one, but who respect students' opinions and encourage them to reach out after truth for themselves; (4) use a combination of lecture and group discussion methods, doing away with rigid question and answer methods and strict grading; (5) have less mass teaching and smaller classes; (6) "bring in many outside lecturers from outstanding men and women in the field of Biblical learning;" (7) have sympathetic teachers "who have a definite religious bent which is not swallowed up in scholarly interests," "who place more emphasis on the religious value of the Bible than on the philosophical or any other," and who will "help students who are swept off their feet to regain a proper balance." "The subject is worthy of a particularly able corps of inspired pro-

fessors, who are not only scholars of the Bible, but who are interested in the development and present trend of religious thought, and are, to a certain degree at least, fishers of men."

Time and space are lacking now to summarize the answers contained in letters received from secondary schools in reply to my questions. If desired this summary will be prepared a little later. Suffice it to say at this time that secondary school principals and students repeat in substance the appreciations, the criticisms and the suggestions of the deans and students of the colleges.

To teach the Bible effectively, to make it popular in the best sense, we must teach it for what it is, a book of effective religion. Effective religion is experimental and yet has authority in itself; it is scientific and yet not lacking in mysticism; it is intellectual and at the same time charged with emotion.

Can we any longer teach a historical and literary but not a spiritual Bible? Have we any right to teach the cold facts and miss the thrills? You remember Matthew Arnold's definition of religion as "mortality touched by emotion," "ethics heightened, enkindled, lit up by feeling! Why shouldn't Biblical teaching be touched by emotion?

A recent writer thinks that the present lack of interest in conventional religion is due to the "failure to perceive religion as beauty;" that "religion is essentially a problem in aesthetics;" that the Christian ideal is a complete expression of beauty, a complete harmony, the beauty of holiness.

An out-grown type of education said: "Study what you do not like and you will become an educated man." There are teachers still who are afraid to make education interesting for fear they will make it soft—confusing *difficult* and *disagreeable*. "Is education to be drudgery or pleasure?" E. R. Smith asks in a recent number of the Independent. He asks further, "If you wished to hire a stone cutter from the three whose answers to the question as to what they were doing were: 'Cutting stone,' 'Working for $10 a day,' and 'Helping to build a cathedral,' would you be in any doubt as to which one was likely to do the most worthy work?"

"Pleasure stamps in impressions," says Thorndike.

Sir Arthur Quiller-Couch, editor of the Oxford Book of English Verse, in his book *On the Art of Reading,* addresses some Biblical instructors thus: "To write about the Bible in such a fashion is to demonstrate inferentially that it has never quickened you with its glow; that, whatever your learning, you have missed what the unlearned Bunyan, for example, so admirably caught—the true wit of the book." Quiller-Couch also quotes from a little book of Matthew Arnold's, in which Arnold confesses his "paramount object is to get Isaiah enjoyed."

Shall we not try to serve the apples of gold in baskets of silver?

MINUTES OF THE MEETING OF THE SOUTHERN BRANCH, NATIONAL ASSOCIATION OF BIBLICAL INSTRUCTORS, JANUARY 8, 1929

The Southern Section of the National Association of Biblical Instructors met at the Read House in Chattanooga, Tenn., January 8, 1929.

Scripture was read by Dr. L. D. Carpenter, a prayer was offered by Dr. H. I. Hester. In the absence of the President of the Association, Dr. H. I. Hester, of William Jewell College, Liberty, Missouri, was made chairman for the day. The following program was enjoyed by those present:

1. "Our Aims in Teaching Bible in Colleges," Dr. L. W. Crawford, of George Peabody College, of Tennessee.

2. "The Growing Bible Teacher," Dr. W. R. Cullem, Wake Forest College, Wake Forest, N. C.

3. "Methods and Means of Teaching Bible in Colleges," Dr. C. E. Schaible, of Coker College, S. C.

The Nominating Committee then made its report. The following officers were elected for 1929:

President: Dr. L. W. Crawford, of George Peabody College, Nashville, Tenn.

Secretary and Treasurer: Dr. H. I. Hester, of William Jewell College, of Liberty, Missouri.

(Signed) H. I. HESTER,
Secretary.

OUR AIMS IN TEACHING BIBLE IN COLLEGE

PROFESSOR L. W. CRAWFORD, Department of Religious Education,
George Peabody College for Teachers*

1. With due regard to the wealth of subject-matter, the scholarly viewpoint and the academic and professional attitude thereto, aims should tend to be student-centered rather than material-centered.
2. Without minimizing attempts to familiarize students with the vast information about the Bible and a reasonable acquaintance therewith, aims should place major emphasis upon a study of the Bible rather than about the Bible.
3. Aims should be conceived and stated in terms of the unity of mental processes involving the cognitive-affective-conative aspects of educational theory.
4. Aims should give due recognition to and at the same time conserve what Fosdick calls "changing categories" and "abiding experiences."
5. Aims should be conceived and stated in terms of Gilkey's phrases, "both-and," "either-or." That is to say, biblical truth is not necessarily a choice between religion or science, rather does it include both religion and science.
6. Literary and practical values should receive major emphasis rather than theological and denominational.
7. In view of the rapidly developing field of religious education aims should be thought of in terms of the Bible as the source book of religious education—that as spellers and readers and arithmetics are source materials for the "Three R's," so the Bible is the major source material for the "Fourth R," Religion—that what Blackstone is to law, Euclid to mathematics, the classics to literature, so is the Bible to religion.
8. That the functional aspects of Bible teaching should guide in the statement of aims—how its teachings are by entering into and becoming a part of life, affecting, influencing and motivating conduct and character, thereby determining life.

* Professor Crawford is the newly elected President of the Southern Section of the National Association of Biblical Instructors for 1929.

9. Aims should be worked out in such a way that the viewpoint of the Bible be given due recognition in the psychological and philosophical aspects and foundation of religious education.
10. Aims should be so conceived that Biblical content material may be used most advantageously in relaxing such aims of religious education as,
    a. "To secure a continuous reconstruction of experience with an increasing sense of spiritual values, a growing consciousness of God and Christ in the life and an expanding disposition and ability to recognize and discharge one's obligations to God and his fellows."
    b. "The ideal of religious education is such a clear and true conception of God, as shall keep the fires of love and reverence and devotion burning with a bright and steady flame."
11. From the standpoint of teachers our aims in teaching the Bible should be such that will tend on the part of the student to

> "Let knowledge grow from more to more,
> But more of reverence in us dwell;
> That mind and soul, according well,
> May make one music as before,
> But vaster."

12. Fellowship as well as scholarship; heartsearch as well as research; mysticism in preference to skepticism; constructive rather than destructive; undergirding more than undermining; an appeal to the heart as well as the head; a reverent search for the truth rather than an agnostic attitude toward the truth; more spiritualizing and less dogmatizing; faith and trust founded on an understanding knowledge rather than doubt and disbelief fostered by cynical, unanswered questions; a conviction that though Paul may plant and Apollos water, God gives the increase—these should be outstanding guides in the formation of aims.

IN THE SEMINARY WORLD

GARDINER M. DAY

One of the finest Inter-Seminary Conferences ever held took place at the Crozer Theological Seminary, Chester, Pa., in the middle of November, to which came representatives from the student associations of the Middle Atlantic Theological Seminaries. Eighty-four official delegates represented twenty-one different seminaries and joined in a three-day discussion of: "How to Make God Real to Men in Worship."

Professor Henry P. Van Dusen made the opening address on "What do we expect to happen in worship?" Starting with this penetrating discussion the whole spirit of the conference was reverent and imbued with the sincere desire of all present to earnestly endeavor to understand the various phases of this difficult question.

The major issues treated in the discussions were the following: Definitions of worship and reality; how worship has varied in forms and types historically; what worship should be today; subjective and objective in worship; the relative proportionate values of ritual, sermon, minister, music, surroundings, etc., in making God real in worship. While no definite conclusions were reached, nevertheless, the discussion of these questions broadened and deepened the experiences of the delegates at the conference.

A feature which we have not heard of in other seminary conferences was that of attending services of worship in very different churches. The delegates attended an Episcopalian service at St. Paul's Protestant Episcopal Church, Chester, the Reverend F. M. Taitt, rector; a Roman Catholic mass at St. Michael's Roman Catholic Church, Chester, at seven in the morning before breakfast; a non-liturgical service in the Crozer Chapel conducted by Dr. Albert Parker Fitch; a communion service for all at the First Presbyterian Church, Chester; and perhaps most unique of all, the last gathering for worship at the Quaker Meeting House in Chester. These impressive worship periods helped to produce the high spiritual and intellectual tone of the conference.

A good idea of the quality of the conference is evidenced by the following list of speakers which we publish in the hope that other conferences may take advantage of the interest that these religious leaders have shown in the inter-seminary movement. Professor Henry P. Van Dusen, of Union Theological Seminary; Professor Frank Gavin, of General Theological Seminary; Dr. Albert Parker Fitch, of the Park Avenue Presbyterian Church, New York; Dr. George Ferguson Finnie, pastor of the United Baptist Church, Lewiston, Maine; Dr. George Stewart, of the Madison Avenue Presbyterian Church, New York; Professor H. Augustine Smith, of Boston University; Professor Edwin E. Aubrey, of Vassar College, Poughkeepsie, New York; and President Milton G. Evans, of Crozer Theological Seminary.

The officers of the Middle Atlantic Seminary Association who were in charge of the conference are the following: Chairman, Eugene Barnard, of Western Seminary; Vice-Chairman, Arthur C. Decker, of Gettysburg; Secretary-Treasurer, Merritt F. Williams, of Geneva; Chairman of Major Conference, George R. Faint, of Crozer; Chairman of Retreats, Wayland R. Rice, of Crozer; Chairman of Inter-Seminary Social and Athletic Activities, Frank Bancroft, of Alexandria; and Chairman of Association Publicity and Summer Conferences, Buell C. Gallagher, of Union.

In addition to the above speakers the following men acted as leaders for the discussions: Professors W. R. McNutt, S. G. Cole, and R. E. Harkness, of Crozer; Dr. James A. Kelson, Western; Y. M. C. A. Secretaries, L. P. Kohl, D. C. Wilson; Rev. E. P. Boyden, Groveland, N. Y.; Rev. C. Leslie Glenn, New York.

MINUTES OF THE EIGHTEENTH ANNUAL MEETING OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION, CHATTANOOGA, TENNESSEE, THE READ HOUSE, JANUARY 7, 8 AND 10, 1929

Monday, January 7, 1929

Morning Session

The Eighteenth Annual Meeting of the Council of Church Boards of Education was called to order, in the Read House, Chattanooga, Tenn., at 9:30 A. M., Monday, January 7, 1929, by the President, Dr. Frederick E. Stockwell.

Dr. A. E. Kirk conducted a period of devotions.

A program, published in the December issue of CHRISTIAN EDUCATION was adopted as the agenda for the meeting.

VOTED: To approve the minutes of the annual meeting of January, 1928, as printed in the February issue of CHRISTIAN EDUCATION.

Dr. Stockwell made the opening address, which was heartily received and referred to the Findings Committee.

Dr. A. W. Anthony made a report on his activities in the field of finance and fiduciary matters. The President expressed the Council's appreciation of the excellent work accomplished by Dr. Anthony. The report was referred to the Findings Committee.

The annual report of the Executive Secretary was read by Dr. Kelly. It was

VOTED: To accept the report, with appreciation, and to refer it to the Findings Committee.

The President announced the following committees:

Nominating Committee: Messrs. Padelford, Kirk, and Bradford.

Findings Committee: Messrs. Todd, Glenn, Stock, MacMillan and Davis.

Dr. Pritchard, in the absence of Dr. Harper, submitted the report of the Committee on Religious Education. After discussion, it was

VOTED: To adopt the report.*

VOTED: That the Executive Secretary send a message of sympathy to Dr. Harper who was unable to attend because of illness.

VOTED: That the Executive Secretary send a message of congratulation to Dr. J. E. Clarke whose twenty-fifth anniversary of service in editorial work occurs today.

Dr. M. W. Lampe reported for the University Committee. It was

VOTED: To receive, with appreciation, the report of this Committee.

VOTED: That a committee be appointed by the President, to prepare a suitable minute on the resignation of Dr. O. D. Foster.

The Executive Secretary read the report of the Treasurer. It was

VOTED: That the report be adopted.

The roll was called by the Recording Secretary.

The Council adjourned at 12:30 P.M.

Afternoon Session

The council was called to order at 2:30 P.M. by the President.

The President announced the following committees:

Committee on Budget: Messrs. Bovard and Pritchard, and Miss Markley.

Committee on a Minute concerning Dr. Foster's Resignation: Messrs. Sheldon, Lampe and Culbreth.

The program, as printed, was followed with minor changes. The general subject was, "Our Church Colleges." Those participating were: Dr. Floyd W. Reeves, on, "The Colleges of the Disciples of Christ"; Dr. F. B. O'Rear, on "The United Lutheran Colleges"; Mr. B. Warren Brown, on "The Educational Survey of the Presbyterian Church, U. S."; Dr. C. C. McCracken, on "The Colleges of the Presbyterian Church, U. S. A."; Dr. Willard D. Brown, on "Educational Conditions within the Reformed Church in America"; Dr. Robert L. Kelly, on "The Episcopal Colleges"; and Dr. M. H. Bickham, on "Trouble Zones in College Communities."

* See March issue of CHRISTIAN EDUCATION.

A brief period of discussion followed the presentation of these papers.

The Council adjourned at 5:00 P. M.

Evening Session

The Council convened at 8:15 P. M., Dr. Kelly in the chair. President Daniel W. Morehouse, of Drake University, offered prayer.

Mr. C. Leslie Glenn spoke on the subject, "Student Problems: Conditions of Student Life." General discussion followed.

The Council adjourned at 10:00 P. M.

Tuesday, January 8, 1929

Morning Session

President Stockwell called the meeting to order at 9:30 A. M., and offered prayer.

The Executive Secretary read the resignation of Dr. O. D. Foster, Associate and University Secretary. Upon recommendation of the Executive Committee it was

VOTED: That the resignation of Dr. Foster as Associate and University Secretary be accepted.

By request of the Executive Committee Dr. Lampe presented the proposal of the University Committee regarding the future of the Council in the university field. This report was recommended to the Council for adoption by the Executive Committee.

VOTED: That this report be received and its recommendations adopted.

The special committee on a minute regarding the resignation of Dr. Foster made its report. The report follows:

Minute regarding Dr. O. D. Foster

Dr. O. D. Foster has been an associate secretary of the Council of Church Boards of Education since 1920. At first he gave most of his time to theological seminaries, but later gave his full time to the university field. In both fields he has rendered conspicuous service. As collaborator with Dr. Kelly in gathering the materials which were used in the preparation of the book, *Theological Education in Amer-*

ica, he helped to perform a task which was tremendously needed and which has been deeply appreciated by all leaders of theological education. As the Secretary of the University Committee of the Council he has won the admiration of all by his constructive and devoted work. He has labored unsparingly even while suffering physical pain caused by the accidents of travel in the course of duty. He has had the pioneering spirit and has reached out into areas of understanding and statesmanship where no one has gone before him. University Pastors, University Presidents, and religious leaders of all creeds have sought his counsel and recognized his leadership. In accepting his resignation, therefore, the Council does so with deep regret, but with genuine gratitude for his past services, and with the earnest hope that in his future career he may carry to even greater success the cause of cooperative religious work in university centers, which is already so intimately associated with his name.

VOTED: To adopt the report and that a copy of the minute be sent to Dr. Foster.

VOTED: To receive into membership the Board of Education of the General Conference of the Mennonite Church of North America.

Dr. Floyd W. Reeves spoke on "Uses and Abuses of Standardization," and conducted a symposium on this theme.

Afternoon Session

The meeting was called to order at 2:30 P. M. by the President.

Dr. E. E. Rall gave the report of the College Committee.

VOTED: To receive and approve the report, with an expression of appreciation of the service of Dr. Rall, and to refer it to the Executive Committee with the recommendation that the executives of the larger boards and others interested confer with the thought of making further progress on the matters contained in the report.

President C. E. Diehl, of Southwestern, spoke on "More Vital and Reasonable Methods of Measurement" and led the discussion on this subject.

Miss Markley presented the report of the Committee on Normal Schools.*

VOTED: To adopt the report, with appreciation, and to refer it to the Executive Committee and University Committee, jointly.

* To be published in an ensuing issue of CHRISTIAN EDUCATION.

Miss Markley presented the report of the Budget Committee.

Report of the Committee on Budget

In conference with Dr. Kelly it has been discovered that nothing definite can be done with the budget until a conference is held with the Executive Committee of the Association of American Colleges as to its appropriation to the Council, and inasmuch as said committee does not meet until Thursday or Friday of this week, therefore, we recommend that the whole matter of a budget for the Council of Church Boards of Education be referred to our own Executive Committee, with power to act after such conference or conferences have been held.

VOTED: To adopt the report.

Dr. J. C. Todd presented the report of the Committee on Findings.

VOTED: To receive the report and to adopt the recommendations therein contained. (See p. 288.)

Dr. Padelford presented the report of the Nominating Committee.

VOTED: That the secretary cast the ballot for the persons named therein. (See Directory of the Council, p. 314.)

The ballot was so cast, and the persons named in the report were declared elected for the year.

Mr. Stock reported for the sub-committee on Work with College Students.

The new President, Dr. B. C. Davis, was presented to the Council.

VOTED: To adjourn at 5:20 P. M.

Thursday, January 10, 1929

Morning Session

The joint session between the Council and the Educational Associations was called to order by President Stockwell at 10:00 A. M. After prayer, the program as printed was carried out.

The general theme was "What Constitutes a Good College Teacher?" Dr. A. W. Anthony read the paper of Dr. R. L. Kelly, who was ill, and presentations were made by President Guy E. Snavely, of Birmingham-Southern College, President Rees E. Tulloss, of Wittenberg College, and Dr. Charles H. Judd, of the University of Chicago.

At 12:15, upon motion, the meeting adjourned.

Afternoon Session

The President called the meeting to order at 2:30 P. M.

The general subject for discussion was "The Place of Religion in Higher Education." Presentations were made by President Henry N. Snyder, of Wofford College, Professor Kirtley F. Mather, of Harvard University, and Dr. Charles W. Gilkey, of the University of Chicago.

The Council adjourned *sine die* at 4:35 P. M.

(*Signed*) Harry Thomas Stock,
Recording Secretary

MINUTE ON THE DEATH OF DR. STONEWALL ANDERSON

The Council of Church Boards of Education has learned with very deep regret of the death, since the last annual meeting, of Dr. Stonewall Anderson, the Executive Secretary of the Board of Education of the Methodist Episcopal Church South.

Dr. Anderson was a constituent member of this Council, at different times a member of its Executive Committee, and at one time its President. He was an acknowledged leader in Christian education, not only in his own church and section, but in the whole Christian church, and the entire country. He was a firm believer and a staunch defender of the Christian element in education. He believed that the most complete and best rounded education was to be had in a Christian college, and he threw the great weight of his strong personality into the development of the colleges of the church. His towering figure, his winsome and dominating personality, his forceful expression of clear ideas and withal his fine Christian spirit, made him a conspicuous and welcome member of any educational group.

The Council of Church Boards of which he was a loyal and devoted friend deeply regrets that in our Council we shall see his face no more, and we express to the Board of Education of his church our sympathy in the loss of their great leader, our friend.

F. W. P.

DIRECTORY OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION

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